

**Oregon Institute of Technology
2011-12 Academic Assessment Report**

Prepared by

**The Director of Assessment
and
The Executive Committee of the Assessment
Commission**

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Academic Assessment Report 2011-12 Oregon Tech Assessment Commission

Introduction

This report outlines Oregon Tech assessment activities and accomplishments during the 2011-12 academic year and is based on the goals set in the 2011-12 Academic Assessment Plan. This document was prepared by the Director of Assessment, reviewed by the Executive Committee of the Assessment Commission, submitted to the Provost, and posted on the Oregon Tech web site at www.oit.edu/provost/assessment.

Leadership of Academic Assessment Efforts

During 2011-12, Dr. Maria Lynn Kessler, the Chair of the Assessment Commission, continued as the leader of the Executive Committee of the Assessment Commission as well as the full Assessment Commission. Dr. Kessler and Sandra Bailey, Director of Assessment, worked closely together to coordinate assessment efforts.

Communication of Assessment Matters

Oregon Tech continued to emphasize communication of assessment matters through the following means:

- The Director of Assessment and the Chair of the Assessment Commission continued as active, voting members of the Provost's Council and the General Education Advisory Council (GEAC). The director is also a voting member of the Curriculum Planning Commission (CPC).
- The director continued to update the deans and Provost on important junctures in the assessment process and about various assessment matters. In addition, the director also included chairs in the accountability process of reminding coordinators of assessment deadlines and following up on overdue assessment reports.
- The director regularly communicated with assessment coordinators through email, formal meetings, and regular one-to-one and small group work sessions.
- The Executive Committee of the Assessment Commission met frequently and included broad representation from the campus.
- As noted below in Assessment Reporting, the director completed and disseminated Oregon Tech's annual assessment reports. These reports were posted on the Provost's web site and the link to these reports was sent to the faculty list serve. During the fall 2011 convocation, the results were presented to the faculty as described below.
- The Director of Assessment ensured that the Institutional Student Learning Outcomes were communicated to students through posters on bulletin boards, flyers in orientation packets, a display in the college catalog alongside the list of degree programs, and the assessment web site.
- The Director of Assessment maintained the assessment web site as an important communication vehicle. The web site publishes student learning outcomes along with assessment reports for each program. The site also includes institutional assessment reports and documents.

Assessment Reporting

The commission completed the following reports and posted them on the Provost's web site:

- 2011-12 Academic Assessment Plan (September)
- 2011-12 Academic Assessment Report (this report-June)
- 2011-12 Assessment of Mathematics
- Closing the Loop on Writing

In addition, the commission ensured, per the assessment plan, that the following 2010-11 assessment information was shared with faculty during the fall 2011 convocation:

- 2010-11 Assessment of Communication
- 2010-11 Assessment of Lifelong Learning
- 2010-11 assessment accomplishments and plans for 2011-12
- Revised six year ISLO cycle of assessment
- New Student Profile from the 2010 CIRP survey

Liaison with Other Campus Bodies

The director and chair of the Executive Committee actively engaged in the work of the General Education Advisory Council (GEAC). The GEAC postponed its work on the need to clarify the proposed intercultural awareness general education requirement, to focus on improvements to the GEAC process and proposals brought to the council by the management department and athletics. The GEAC concluded the academic year with a recommendation that Oregon Tech general education requirements are due for a full review with a focus on connecting the requirements to student learning outcomes.

Assessment and Curriculum Matters

The director continued as a voting member of the Curriculum Planning Commission (CPC). The director reviewed all CPC documents, regularly attended CPC meetings, and provided an assessment perspective on CPC matters. CPC still requires the assessment director, along with other academic officers, to sign final approvals for new programs and significant revisions of current programs.

The director was available to provide review and technical assistance to faculty members in responding to assessment questions in their proposals. There were no new programs proposed and approved during this academic year.

Resources in Support of Assessment

The Provost's Office continued to provide budget and staff resources to the Assessment Commission and to departments to help design, revise, and implement assessment programs.

Institutional Assessment

The Executive Committee engaged in or completed the following institutional assessment work during the 2011-12 academic year:

- As noted above in “Assessment Reporting,” the committee led a faculty session on assessment during convocation. The presentation included a summary of 2010-11 activities and accomplishments, discussed plans for 2011-12, presented assessment results on communication and lifelong learning, and presented results of the 2010 Cooperative Institutional Research Program (CIRP) Freshman Survey.
- The committee completed the 2011-12 assessment plans in September, received Provost approval, and posted the plan on the assessment web site.
- The committee planned for and administered the National Survey of Student Engagement (NSSE), as well as developed plans for presentation of the data.
- The committee planned, implemented and reported on the assessment of mathematics.
- The committee reviewed the Mission Statement and Charter for the Assessment Commission and approved with minor revisions. The committee posted the updated document on the assessment web site.
- The committee completed the 2011-12 assessment report (this report) in June and posted it on the assessment web site.
- The committee planned the 2012-13 ISLO assessment activities for teamwork, professionalism and ethics, including vetting the revised assignments and rubrics, and working with assessment coordinators to plan the assessment activities. The committee vetted the process for assessment with the full Assessment Commission in September 2011 for the teamwork ISLO and in May 2012 for the professionalism and ethics ISLO.
- The committee developed guidelines for assessment records retention and storage in compliance with FERPA and presented to the full Assessment Commission in February 2012.
- The director worked with program assessment coordinators to develop and administer program senior exit surveys with a common section including questions from the Career Services Student Success Survey and student self-rating of proficiency on ISLOs.
- The director tracked “closing the loop” items from 2011-12 program reports and provided reminders to assessment coordinators.
- The committee followed the work of the statewide Learning Outcomes and Assessment Task Force, with Sandra Bailey providing updates from the task force.
- The director reported on national-level accountability trends following attendance at the IUPUI Assessment Institute October 2011.
- The director attended the statewide conference to introduce the Degree Qualifications Profile (DQP), presented the profile to the committee and formed a DQP campus team to further explore the use of the DQP to inform outcomes assessment work at Oregon Tech.

- The committee continued to work with Student Affairs to coordinate assessment efforts on campus. This included work with Career Services on the Graduate Success Survey and the Dean of Students on NSSE administration.

Program Assessment

During the fall convocation, the Provost, Brad Burda, emphasized the need for ongoing work in program assessment and discussed the success of program assessment efforts to date.

The director laid out the 2011-12 tasks and timelines to all assessment coordinators. This plan included the ongoing requirement that all undergraduate and graduate degree programs create a manageable assessment plan focusing on program-specific learning outcomes created by each academic department. As in previous years, Oregon Tech's structured process centered on submission of small assignments at regular intervals for each degree program in an ongoing report, including these first items:

- Program mission, educational objectives, and student learning outcomes (SLOs)
- Three-year rotational plan for assessing student learning outcomes
- SLO-curriculum matrices for 2011-12 SLOs
- Performance criteria for 2011-12 SLOs
- Plans for direct and indirect measures of 2011-12 SLOs
- Plans for implementation of improvements from 2010-11 assessment activities ("closing the loop")
- Periodic assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement

The director also provided assessment coordinators with the following information:

- Update on statewide assessment activities
- Training on recommended refinements in assessment, including:
 - Senior exit surveys
 - Assessment records storage and retention
 - Fall assessment planning
- Training for new assessment coordinators and other faculty as invited by specific departments

By the end of fall 2011, the majority of academic programs had completed the above items and performed one or more assessment measure(s) per their assessment plan for the year. The director reviewed all assessment reports and provided feedback to coordinators on technical issues with their assessment activities and offered suggestions for improvement. The director also provided updates on the status of each program to the department chairs and deans.

During winter and spring terms, the coordinators continued to execute their 2011-12 assessment plans. In addition to their core assessment activities, the coordinators also completed the following tasks:

- Organized a spring department meeting to review assessment data and make plans for program improvement
- Submitted periodic additions of data summaries, evaluations and action plans to the ongoing assessment report
- Wrote a final assessment report

Summary

During the 2011-12 academic year, Oregon Tech continued its energetic work in assessment. The institution made significant progress in refining assessment efforts at both institutional and program levels. The major accomplishments for the year were:

- Assessment of the institutional student learning outcome in mathematics
- Steady communication about assessment throughout the institution
- Implemented common questions for program senior exit surveys
- Planned for and successfully administered the NSSE with a 42% response rate
- Developed storage and retention guidelines for assessment records in compliance with FERPA
- Completion of all planned assessment reports
- Frequent liaison with other campus bodies
- Solidified efforts and progressive refinements in program assessment

As the Executive Committee concludes the academic year, the committee looks forward to the 2012-13 year. We will present assessment results for mathematics and comparative results from the second administration of the NSSE to the faculty during convocation. We will revisit the annual assessment plan in early fall, and goals for the year will be established. In addition, we will implement institutional assessments of teamwork, professionalism and ethics. As we work to fine tune our assessment methods and processes through our second round of institutional outcomes assessment, the Executive Committee is pleased to see data informed efforts directed at continuous improvement of programs as well as teaching and learning at Oregon Tech.